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ABSTRACT

The second part of the leader's guide for the workshop on bilingual program evaluation design is presented. The two-part guide is accompanied by a participant's handbook and a workshop text. The evaluation design workshop is the second of five 4-hour workshops designed to meet the basic information needs of teachers, administrators, evaluators, and researchers involved in bilingual education. The other workshops cover an overview of evaluation, student testing and assessment, implementation evaluation, and evaluation management. The leader's guide provides suggestions for workshop organization and preparation, room arrangement, and scheduling as well as scripts for introducing and conducting workshop activities. The three activities described in the second part focus on election of evaluation designs for bilingual programs and cover identifying implied comparisons, selecting designs, and designing an evaluation. (RW)

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Bilingual Evaluation Technical Assistance

Workshop II

Planning for Evaluation Design

Leader's Guide

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Afternoon Workshop

Selecting Evaluation Designs for Bilingual Programs

Center for the Study of Evaluation

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HOW TO ORGANIZE THE WORKSHOP

Recruitment

The BETA workshops were designed for audiences with three levels of involvement with bilingual evaluation. At the most general level, all people involved in bilingual program, both bilingual and monolingual program teachers, students, parents, and community members will find some parts of the materials valuable. A second audience is educators directly involved in bilingual program planning and implementation who are familiar with many of the general principles of curriculum development and testing, but who have no special training in evaluation. The third group for whom the materials were designed is research and evaluation specialists who may not be well-acquainted with the special demands of bilingual program evaluation. Since the concerns of these three audiences are often very disparate, we suggest that you organize workshops to serve each group separately. Thus, workshops will serve one of the following categories of levels of expertise:

- G: Workshops for all levels of expertise including parents and community.
- S: Teachers, administrators and school site staff with instructional and administrative experience in bilingual programs, but no specialized evaluation training.
- R: Evaluators and research staff familiar with design, measurement and implementation procedures used in program evaluation, but unfamiliar with the special demands of bilingual program evaluation.

Notifying Participants

Remind each workshop participant of the workshop about one week prior to the session. Emphasize that the workshop, unlike many conferences and meetings, will require their active participation. Encourage them to bring with them to the sessions questions and materials from their own programs that are related to bilingual evaluation. Explain that the workshops are designed as working and troubleshooting sessions for their own concerns and the intent is to provide immediate help in planning bilingual evaluations.

Planning Lunch and Refreshments

To maintain the workshop schedule, it is advisable that the participants receive lunch and refreshments in the workshop room, or in an adjacent room. A pre-arranged lunch menu will avoid the confusion and inevitable delays associated with placing individual lunch orders. If the sessions are to run during normal working hours, fifteen minutes can be spared for coffee breaks. Better yet, have coffee and refreshments available to the participants throughout the session. The latter approach seems to work better, if the participants are told politely that they should not spend excessive time around the coffee pot during the session.

Pre-Workshop Preparation Checklist

Use the checklist below to ensure that the proper materials are obtained for conducting the workshop:

The following items are the responsibility of the Workshop Leader:

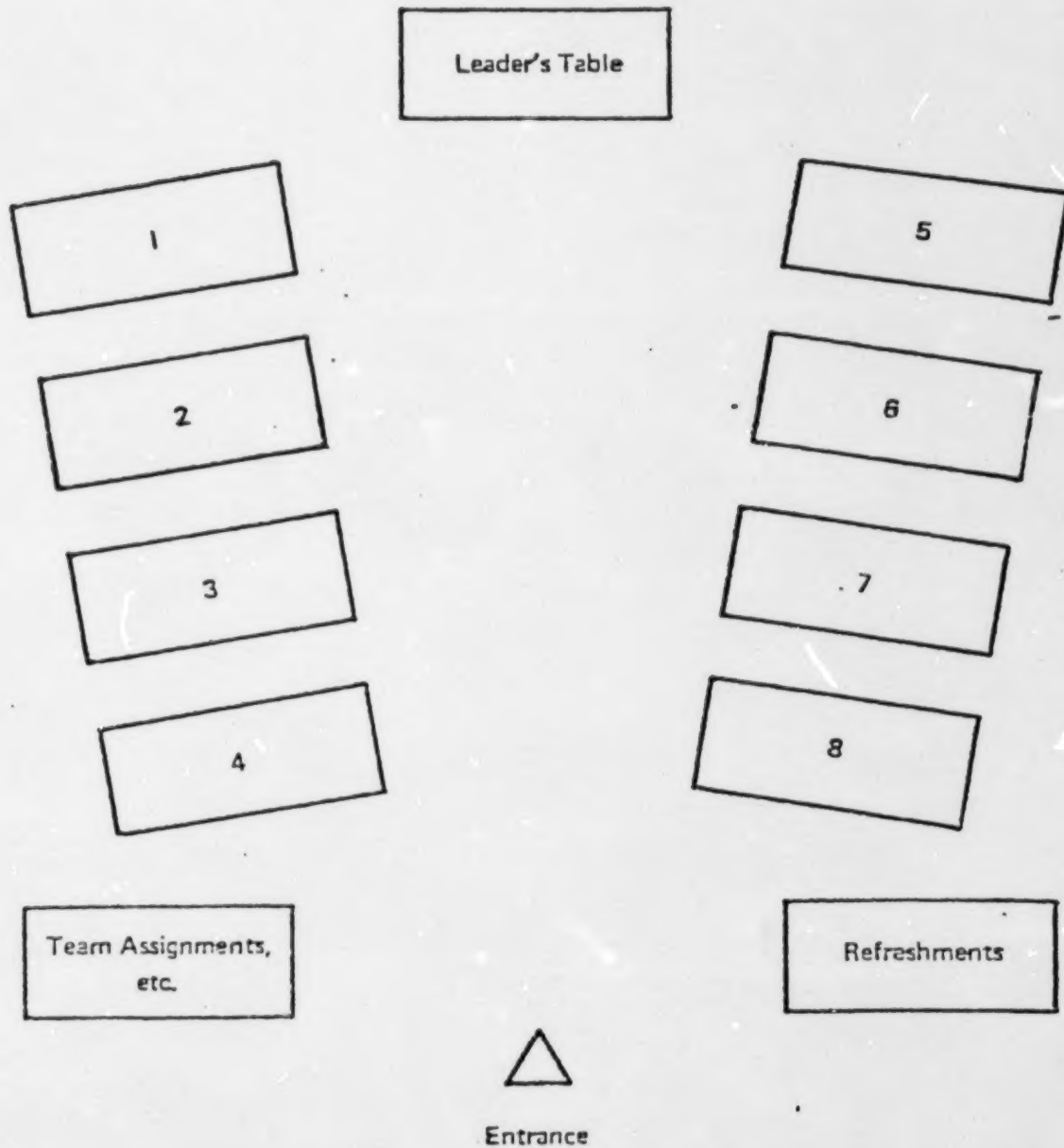
- _____ Seating and workspace for workshop participants
- _____ A table for the Leader's materials and Overhead Projector
- _____ A blackboard for summarizing discussion activities
- _____ A room large enough to hold the required worktables and chairs for participants.
- _____ A workshop location that has lunch and snack facilities so that participants can eat together and take breaks with a minimum of time spent in travel.

The following items are supplied by the Workshop Distributor:

- _____ Leader's manual
- _____ One Workshop Text for each participant
- _____ One Participant's Handbook for each participant

Room Arrangement

A sample room arrangement for 24 participants (eight teams) appears below.



INSTRUCTIONS FOR USING THE LEADER'S MANUAL

This Manual describes the workshop, presents information necessary to provide instruction leading to workshop exercises and provides step by step instructions for conducting the workshop.

The Leader should become familiar with all workshop materials, Guide, Text, and Participant's Handbook, before attempting to conduct the workshop.

The major goal of the Bilingual Evaluation Technical Assistance materials is to provide practitioners with practice in planning bilingual evaluations and with an overview of the issues that must be addressed during such evaluations.

THE WORKSHOP LEADER SHOULD READ THE ENTIRE MANUAL BEFORE CONDUCTING THE WORKSHOP.

The Script, Extracts, and Directions to Leader

Each page of the Leader's Manual is divided into two parts. The left-hand portion of the page contains a blocked-off instructional "script." The following is an example of this script, which is read by the Workshop Leader:

Script

The purpose of this workshop is to introduce you to the basic concepts in bilingual evaluation.

GENERAL WORKSHOP SCHEDULE

This workshop has been designed to accomplish its objectives within four hours of instruction. Below you will find a general time schedule and the times allotted for each activity. Please detach this page for use during instruction.

Morning Workshop	Time	Activity
Basic Evaluation Concepts	8:00-8:20 AM	Coffee, introductions, and general announcements
	8:20-9:40	Threats to Validity
	9:40-10:00	Evaluation Concepts
	10:00	Break
	10:15-10:30	Planning Activities
	10:30-11:15	Step 1: The Necessary Questions
	11:15-12:30 PM	Steps 2-3: Sampling and Instrumentation
	12:30	Lunch
Afternoon Workshop		
Selecting Evaluation Designs	1:00 PM	Coffee, introductions, and general announcements
	3:00	Break
	5:00	Workshop Ends

If the Leader is unsure of the content of a workshop or with certain segments of it, she/he should adhere to the script. When scripted material is familiar to the Leader, she/he may wish to refer only to the extracts for guidance. These extracts appear on the right hand side of the script.

Script

...a design is a strategy which dictates from whom evaluation information will be collected, with what measuring device, and when data collection will occur..

Extract

Design Defined

Directions to the Leader consist of materials which appear between blocks of script. These directions may refer to such things as points the Leader should discuss, administrative materials, or how to organize an activity.

Script

You will have five minutes to read the materials in this section. Do not go on to the next section until I ask you to.

Extract

Background Information

(Directions) When the participants have read the section, answer any general or procedural questions based on the materials. After any discussion, go on to say:

Part II:
Selecting Evaluation Designs

This second part of the BETA Design Workshop focuses on the selection of appropriate designs for your program and of strategies for troubleshooting problems that may arise during the course of the evaluation that may alter your original designs. There is really no one design that will fit all evaluation purposes. Similarly, each evaluation will incorporate several designs, that is systematic data collection strategies, to answer the different questions posed during the evaluation. Thus, the designs presented here should be seen as "representative" of the kinds of data collection strategies you will use. You will need to adapt them to your particular program. Also, the designs are not mutually exclusive. Of the four designs suggested here you may wish to use one, two or even all of them in any one evaluation. Given these caveats let's go on to a simple strategy for reviewing data collection strategies in order to determine which designs will best serve our evaluation.

Place Overhead: Steps in Selecting Evaluation Designs on projector and continue.

Figures 2-5 in your Participant's Handbook summarize some of the major considerations in each of the steps for selecting an evaluation design. As I review these considerations with

the Overhead transparencies, you may wish to follow along referring to these figures.

Let's begin with Figure 1: Evaluation Purposes as they Relate to Design. This Figure displays the four most commonly asked questions that require data about outcomes. They do not represent all of the important questions in an evaluation. In fact, you cannot begin to address them until you have asked such basic questions as: Does the program exist? What does it look like? Is it being implemented as intended? Let us assume, however, that this information has already been gathered in a previous evaluation, and you are charged with the serious task of documenting student achievement or identifying program strengths and weaknesses.

The top of the chart presents the four major questions that rely on student outcome and achievement data. Underneath the question is the type of design comparison most appropriate with a reference to specific model designs that appear in your workshop texts. The page number references for these models occur in Figure 4. Below the model numbers are brief notes about what is required for the design to be implemented, who should be samples, how the sample is to be selected, how many comparison groups are minimally required. The bottom of the figure lists the four kinds of data required by Title VII, regardless of the evaluation question addressed by a particular

EVALUATION
PURPOSES &
DESIGN

MAJOR QUESTIONS
FOR DESIGN

evaluation. You can use this figure to identify designs that provide the kinds of information you will need to answer the four basic questions relying on outcome data.

Are there any questions?

Allow time for questions or comments, then continue.

ACTIVITY #6

The second step in selecting a design is to consider the kinds of comparisons you will have to make with the data collected. These comparisons are not always so obvious, but they are implied in almost every evaluation question. Let's review the chart together for a moment.

IMPLIED COMPARISONS

Review the Figure 2 and answer questions.

To get some practice in identifying these buried comparisons, we will review a real evaluation design from a Title VII proposal, step by step, and fill in the kinds of comparative information that we think is required to answer the question. Then we can check our answers against what the evaluator actually proposed to do. We may find that we do not always come up with the same comparisons or that we have forgotten some obvious ones.

Let's discuss some of the comparisons you produced that were different from those actually done.

Allow about 10 minutes' discussion of novel solutions. Direct participants to focus on the advantages and disadvantages of using their suggested comparisons. Next place Figure 3 on the Overhead

After you have determined the comparisons--along with the kinds of instruments you might use to obtain the right data, you will need to examine the implementation requirements of particular data collection strategies--that is, designs. Refer to Figure 3 in your Handbook - this figure summarizes the major design requirements and provides text references that describe 13 specific data collection strategies.

You may wish to allow participants time to refer to the design models in the text for a few minutes.

Now, place Figure 4 in the Overhead.

The last step in selecting a design is to investigate the relative advantages and disadvantages of particular strategies. Some of these appear in Figure 4. You will notice that certain categories of designs deal with some of the threats to validity better than others. No one design counters all threats. You will also notice that design alone cannot prevent problems from occurring as a result of improper instrument selection (validity) or administration. The effect of being enrolled in a "special" program is also an ever-present threat to validity. You will notice, however, that by using more than one design, you can control for many more threats than if you simply used one design.

Now let's see if we can integrate the steps in the design selection process to actually select designs for four particular, but not mutually exclusive, evaluation purposes.

Turn to Activity 6: Selecting Designs. Work together with the people at your table to complete the two columns on the sheet--implied comparisons and design. Use Figures 1-4 to help you fill in the chart. When you have finished, I'll present one set of answers to the group.

Allow 30 minutes for this activity. When the group has finished, present Overhead: Figure 4, and have group discuss the differences they have with the model.

RELATIVE
ADVANTAGES
OF EVALUATION
DESIGNS

SELECTING
DESIGNS

ACTIVITY #7

The Final Activity of this workshop is to actually create appropriate designs for your bilingual program. In order to do this you will need to:

- 1) Review the major features of the four suggested designs
- 2) Refer to the Guidelines for selecting evaluation designs in Figures 1-5
- 3) Refer to the troubleshooting guide provided in your handbook.

First, however, your team will need to decide what you will use for your evaluation.

- 1) You may use the simulated program description provided and choose to evaluate either the junior high or elementary school
- 2) You may agree to use the program description and objectives of one of the team members at your table
(or)
- 3) You may join other teams who are working on programs of interest to you.

Your task is to:

Outline the Questions

Sample

Instruments

Timelines

Data Analysis (Implied Comparisons) that

each evaluation question requires.

I'll give you about 1 1/2 hours to complete this activity. Begin by reviewing the four models provided in your Handbook and the reference figures. Then attempt to complete the design.

CREATING A
DESIGN FOR
YOUR BILINGUAL
PROGRAM

ACTIVITY #8

Allow participants about 1 1/2 hours to complete this task. Circulate among the teams to answer questions.

When participants finish, have them refer to model answers in handbook and select one to discuss on overhead.

(OR)

Have one team present design and others discuss its strengths and weaknesses.

When discussion has ended, thank participants for coming and say:

Before we close, I will pass out participant evaluation form of this workshop. Please help us to improve the workshop by taking a few minutes to give us your evaluation of the workshop.

PARTICIPANT
EVALUATION